

# CHILDHOOD EDUCATION

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VOLUME I

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have accumulated great reserves to draw upon. Chauncey Depew said to a class of young men:

"After choosing your profession, put up this motto over your door—'Stick, dig, save.'"

### *A First Grade Reading Test*

There has not as yet been a good group test in reading for first grade. Practical tests have not reached any further down than second grade. It is obvious that a test for the younger groups would be helpful, and such a test is now offered by Eliza F. Oglesby, A.M., formerly Assistant Supervisor of Reading, Detroit. It is very simple and direct, and, it would seem, would have a real play interest for the children. Speaking of the plan the Manual says:

"Two forces, the increasing belief in the efficacy of the project method and the acceptance of the fact that provision must be made for individual differences, are rapidly modifying classroom procedure.

"It is in the first grade that the initial steps are being taken in mastering that most fundamental of all school achievements, the ability to read. Yet how can a pupil's progress in these first stages of reading be determined scientifically without some measuring instrument? Furthermore, several schools which have adopted the plan of classifying the pupils on the basis of intelligence plus achievement in school subjects have hesitated to begin their classifications below the second grade, because of the scarcity of reading tests for the younger pupils. . . .

"The test consists of a series of forty words and phrases, with pictures to correspond. The pupils read a word or phrase, find the picture to match it, and draw a line from the word to the picture. On the front page of the test there is a practice exercise by means of which the children learn easily

to take the test. The pictures and the marking activity make a strong appeal to little children. They take the test just as if it were a new game and usually ask if they may have the booklet to take home."

The source of the vocabulary for such a test is of course of importance, and would largely determine the practicality of the plan. Speaking of this the Manual says:

"The material for the test has been selected with very great care. Two sources have been utilized, Dr. Thorndike's word book and a study of the vocabularies of ten widely used first readers. The words which occurred approximately fifty times or more in the first reader list were checked with the first five hundred in Dr. Thorndike's list. Those common to both lists were selected. This insures, first, that all the words in the test are words that occur frequently in the children's books, and, second, that no words are included that are not essential to the reading vocabulary of the elementary school pupil."

Full directions accompany the leaflets, which are most attractive. The pictures have been prepared with the utmost care in order that they may not carry an impression to the child which might confuse the issue. The test aims to help in grouping, to measure the effect of new reading methods or materials, to measure growth in word recognition, to stimulate pupils, and to diagnose difficulties of poor readers in the third and fourth grades. (*Detroit Word Recognition Test*. World Book Company, Yonkers-on-Hudson, New York.)

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